

4<sup>th</sup> – 5<sup>th</sup> grade • English Level 3

# Learning Packet #5

Theme: Nutrition Part 2



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

**The breakdown of packets is as follows:**

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

# International Consortium for Multilingual Excellence in Education



Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at [icmee@unl.edu](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by Claudia Yunes and Nicole Ponti in collaboration with Tricia Gray and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

**Math**

- Operations and Algebraic Thinking- Use the four operations with whole numbers to solve problems; Represent and solve problems involving multiplication and division.

**English Language Arts**

- RL.4.4- Determine the meaning of words and phrases as they are used in a text
- RL.4.7- Make connections between the text of a story or drama and a visual or oral presentation of the text

**Art**

- Create- 1. Generate and conceptualize artistic ideas and work.
- Performing, Presenting, Producing- 6. Convey meaning through the presentation of artistic work.

**Physical Education**

- Flexibility- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.
- Aerobic Capacity- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

**English Language Development (WIDA)**

- Writing- Supply words for sentences about revising from models
- Listening- Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2
- Single statements or questions- An idea within words, phrases, or chunks of language; Simple grammatical constructions (e.g., commands, wh- questions, declaratives); Common social and instructional forms and patterns; General content-related words; Everyday social, instructional and some content-related words and phrases



4<sup>th</sup> – 5<sup>th</sup> grade • English Level 3

# Learning Packet #5

Theme: Nutrition Part 2



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear Families:

During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your child to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your child (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

Kinder-5th grade students will create a Buddy for their packets. This is the first activity in the packets and is intended to give children have someone to talk to about the work they are doing in the packet. We have included images of “buddies” to choose from. Choose a buddy, personalize it, and even name the buddy. Throughout the packet activities, students will be told to talk to their buddy or even to ask their buddy questions. With this buddy, students can work independently without needing your time and attention to be successful with the packet. However, we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer, but they should plan for who their buddy will be each time they work on the packet. This might be something they will need your help understanding.

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at [icmee@unl.edu](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by Claudia Yunes and Nicole Ponti in collaboration with Tricia Gray and Alexa Yunes.

# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

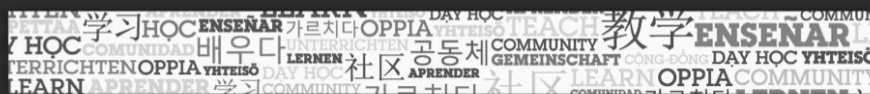
También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a [icmee@unl.edu](mailto:icmee@unl.edu) o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education



## Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

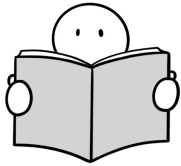
We'd love to see what you've done with this packet!



## Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

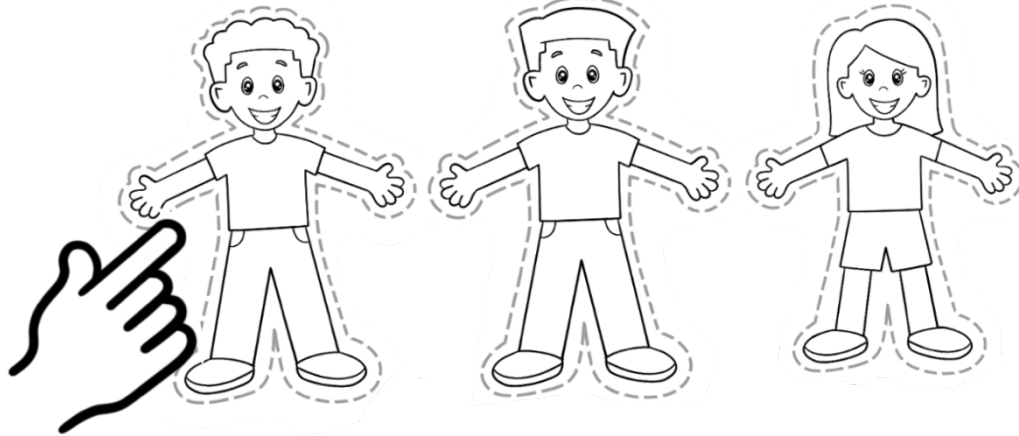


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

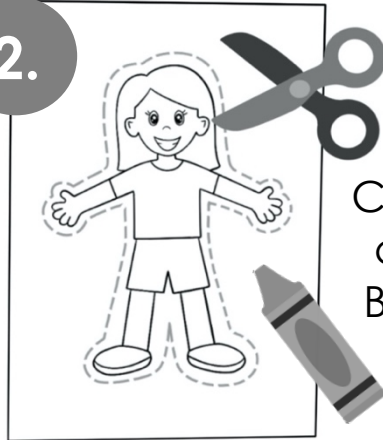


# My Buddy

1. Choose a Buddy

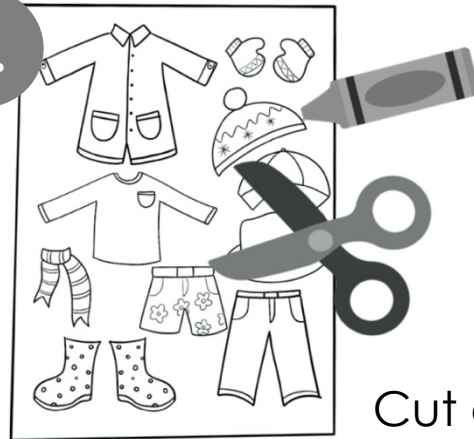


2.



Cut out and color your Buddy and give it a name!

3.

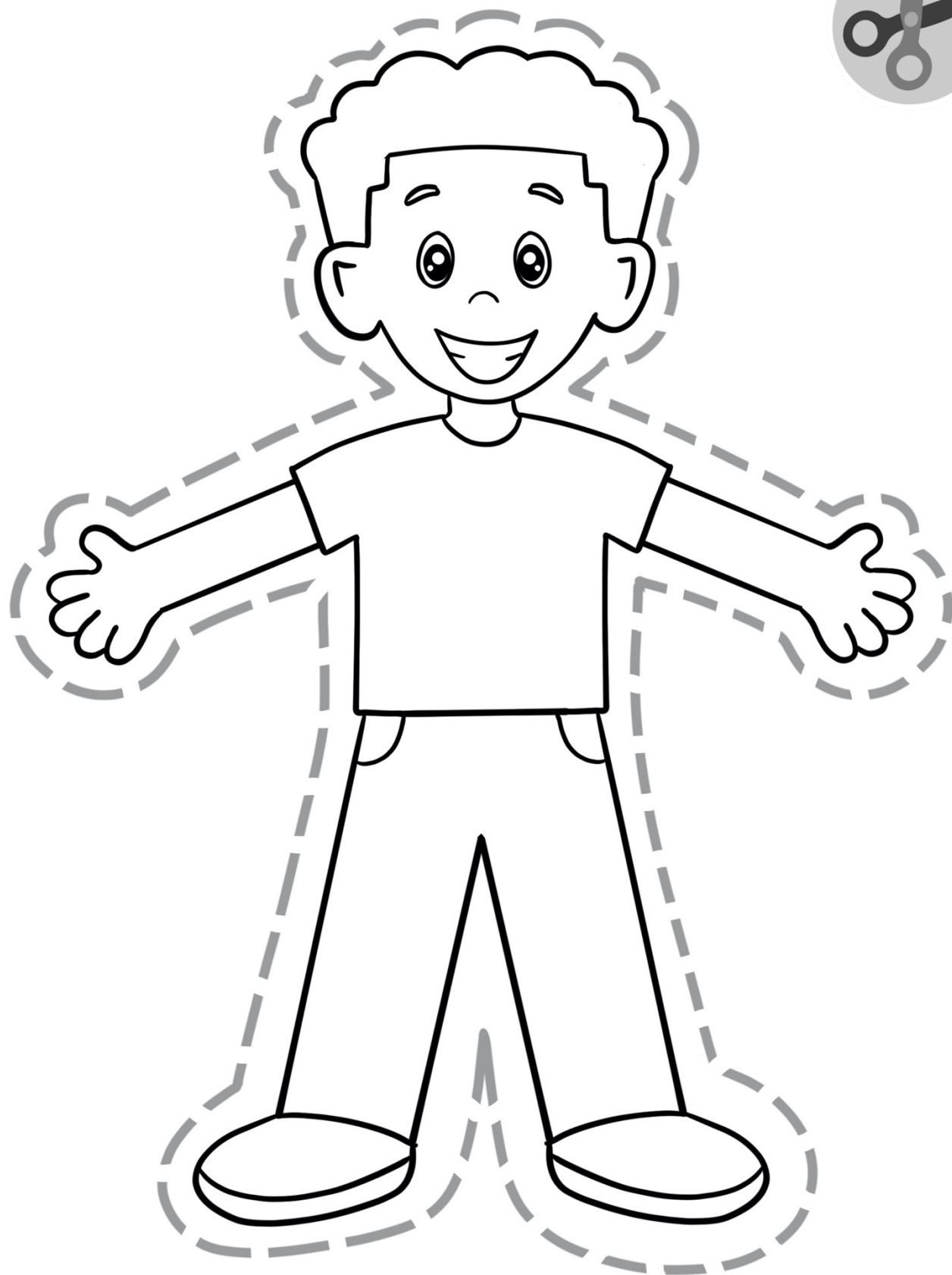


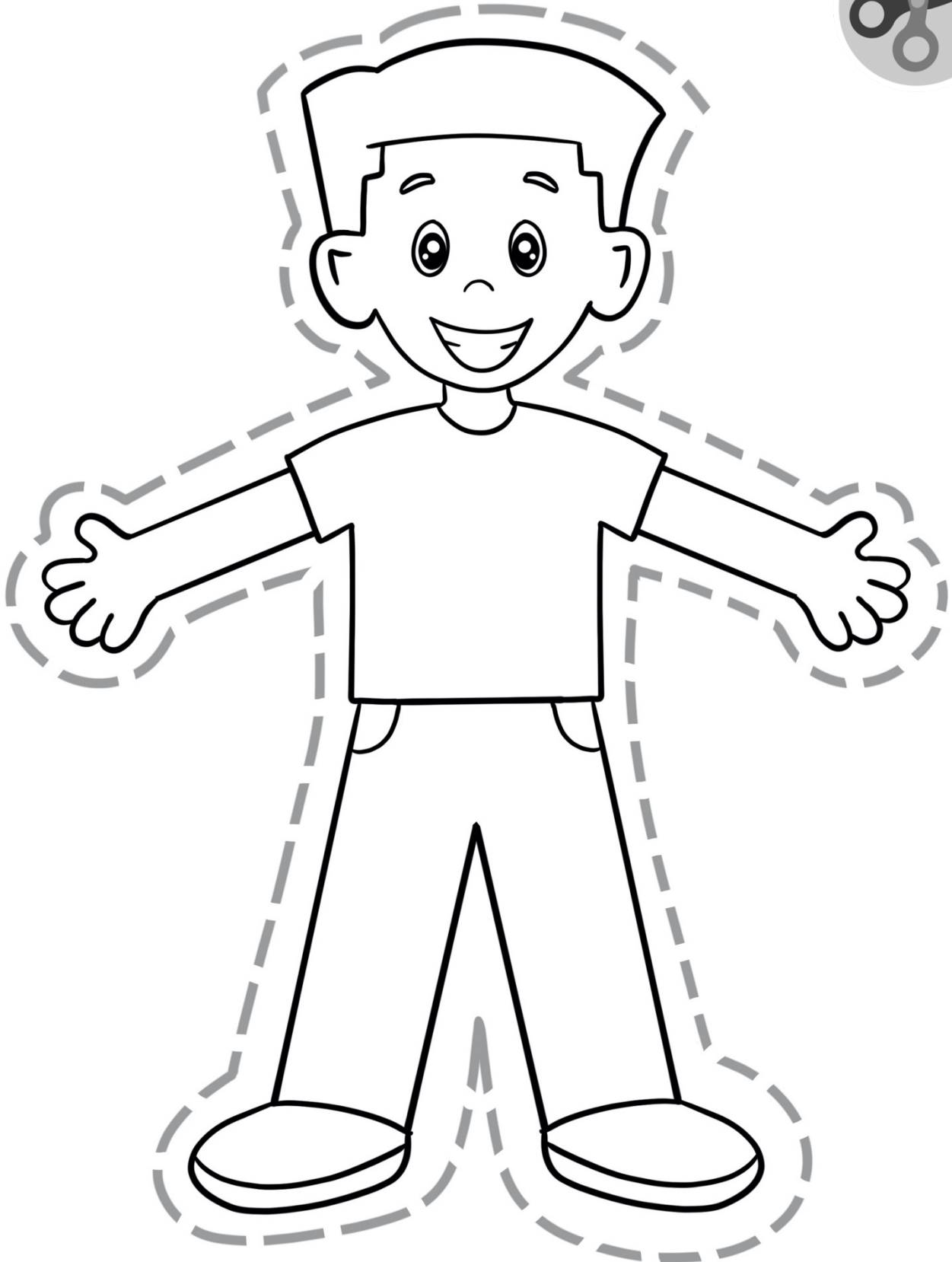
Cut out and color the accessories

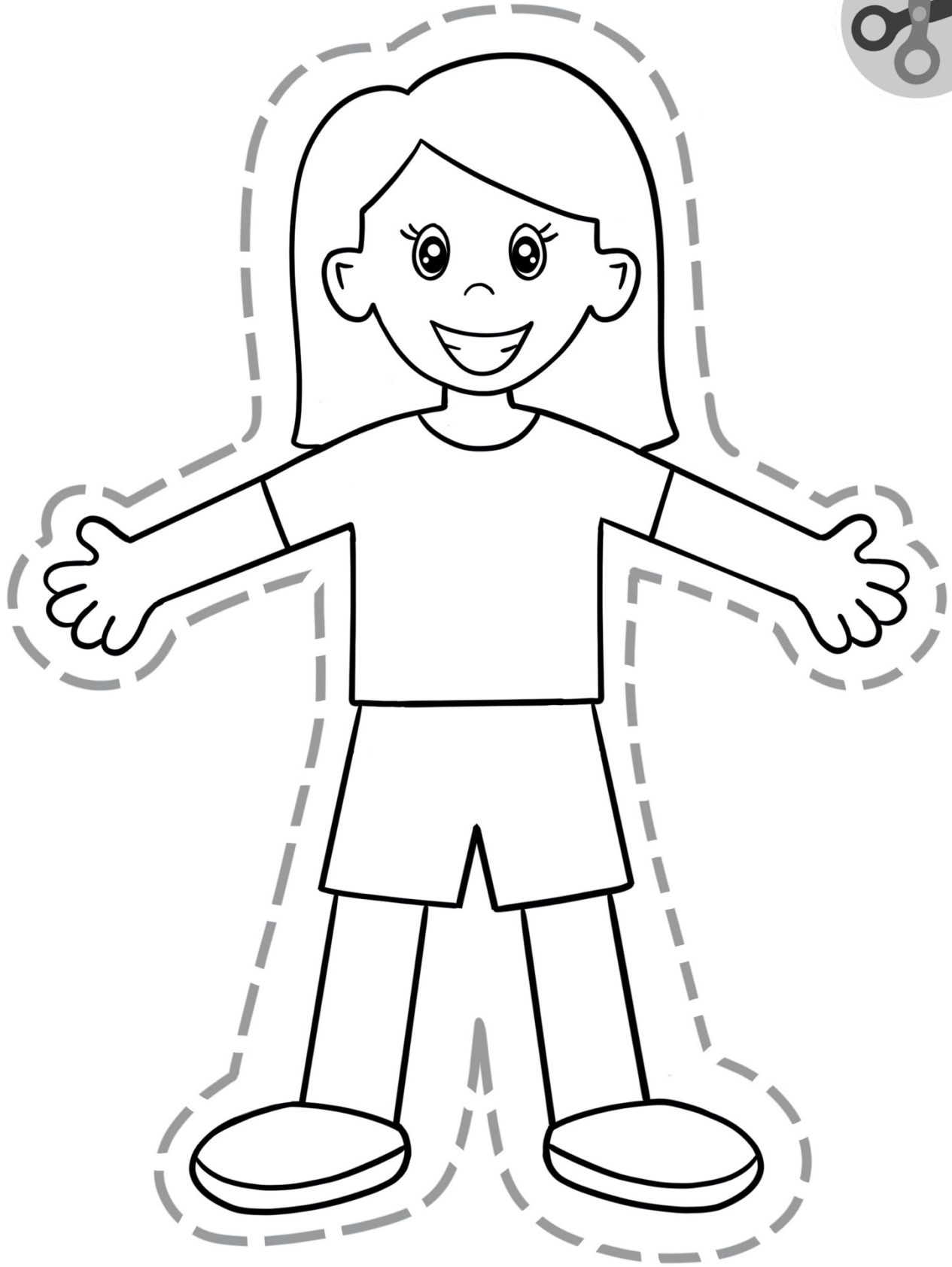
4.

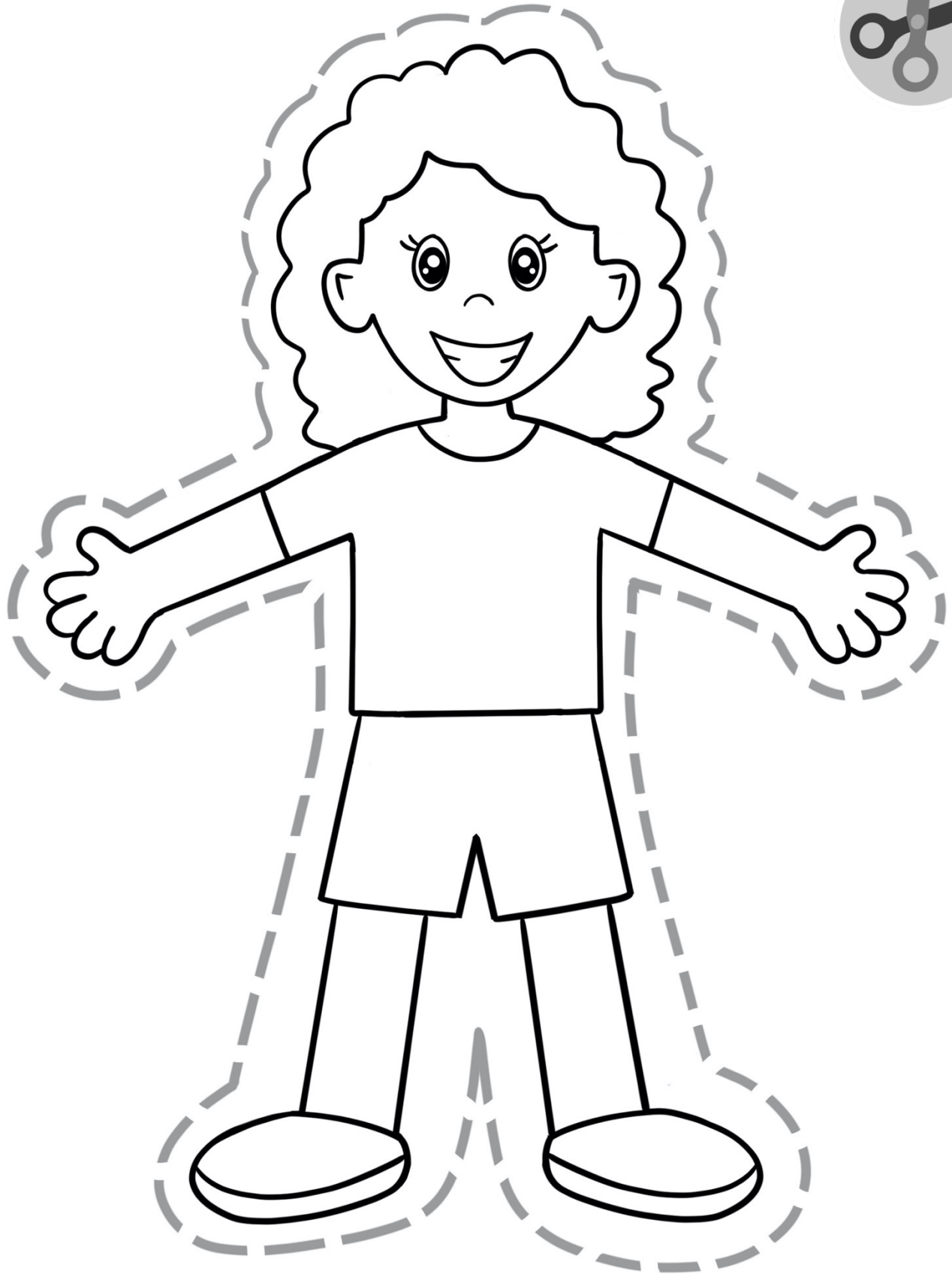


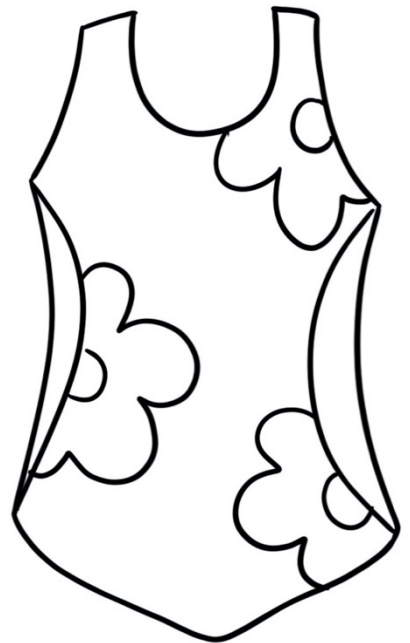
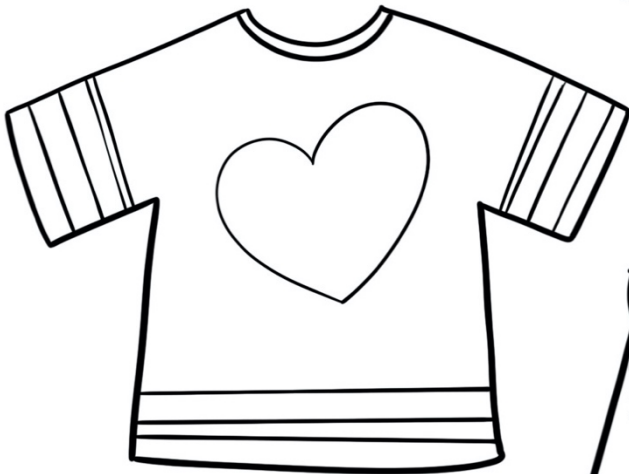
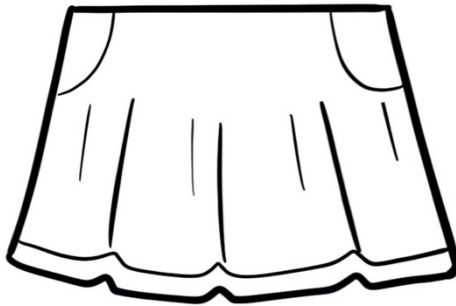
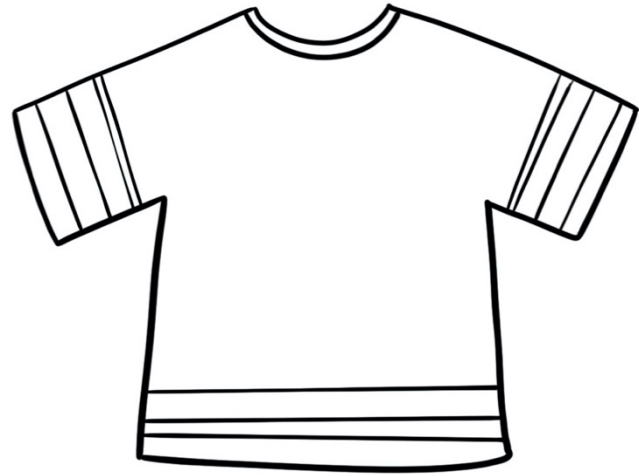
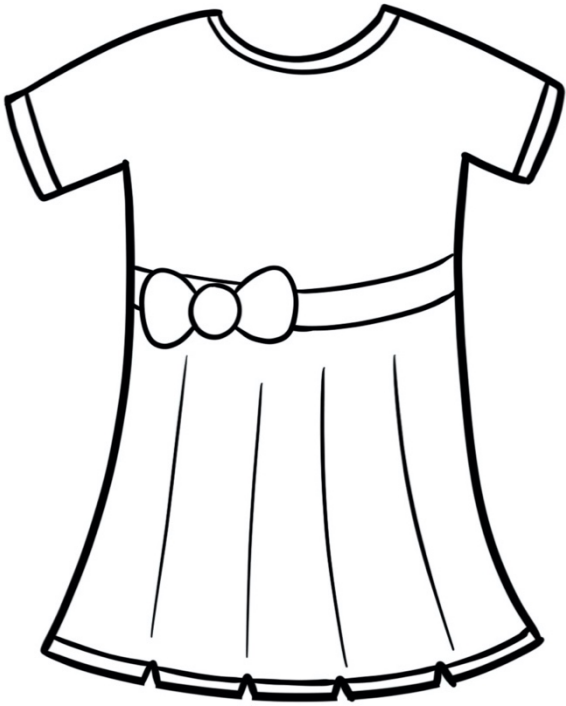
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!



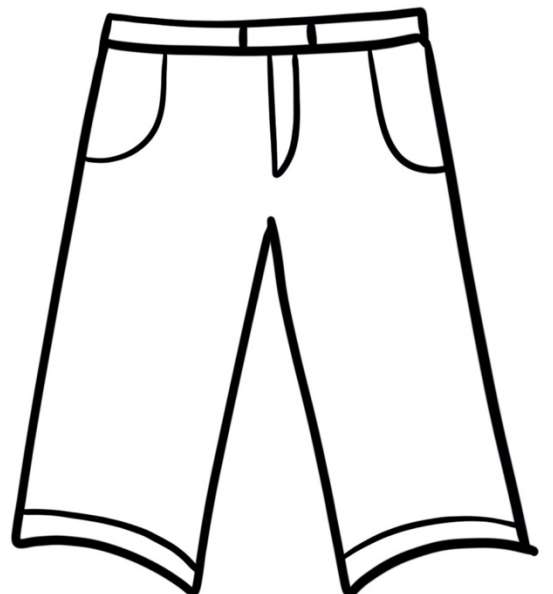
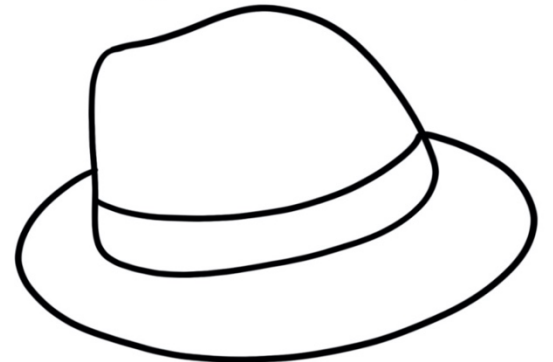
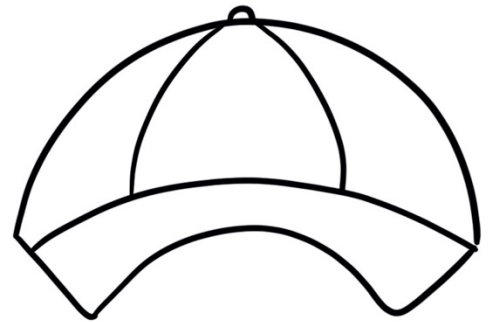
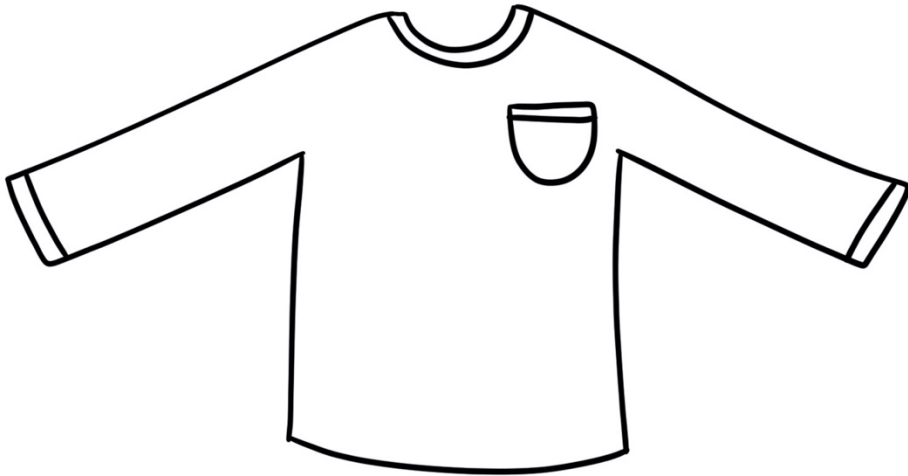
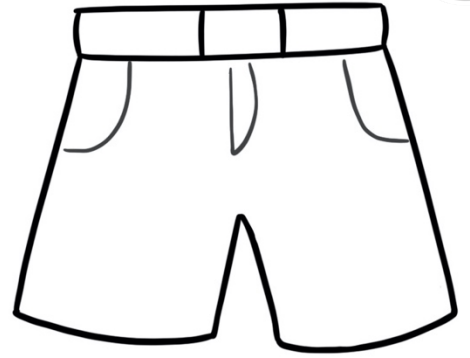






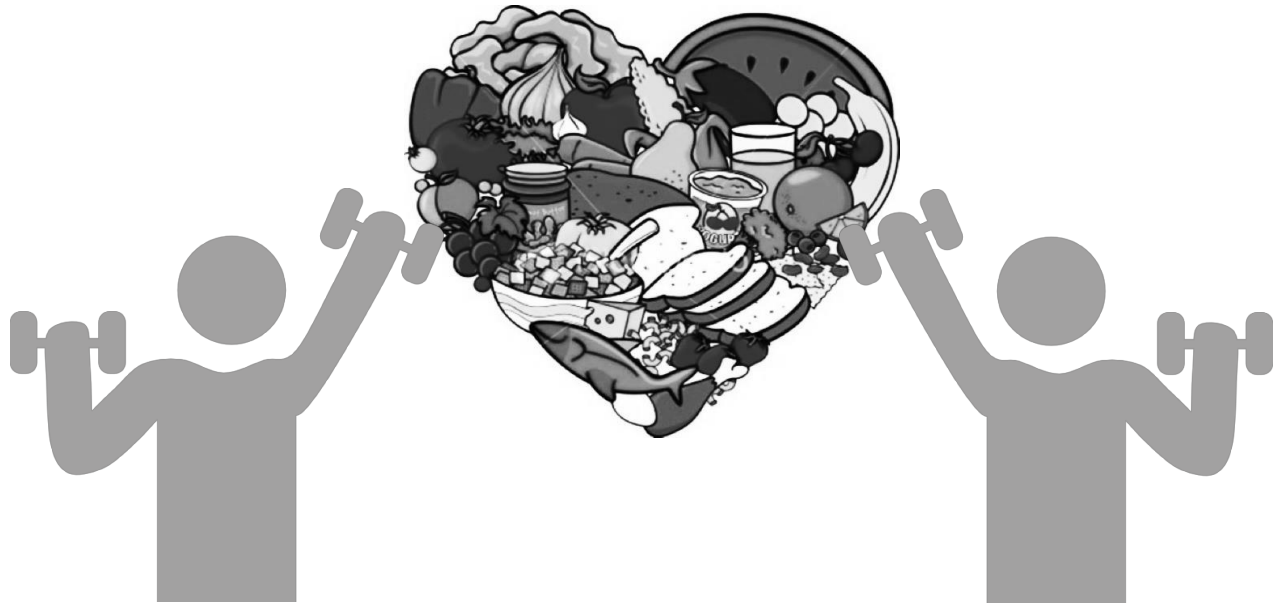








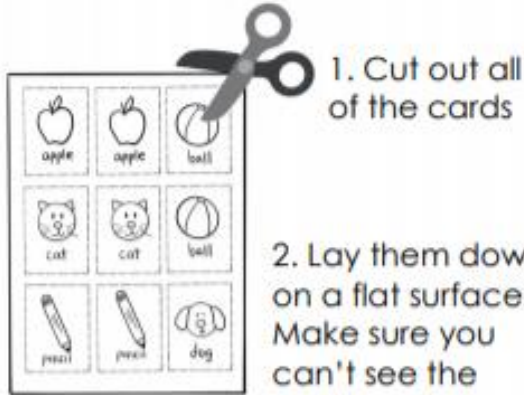
# Nutrition Unit- Part 2



## Nutrition Vocabulary

Added sugars	Added sugars are syrups and sugars added when foods or beverages are prepared or processed.
Calories	Calories are a measurement tool just like, inches or ounces. They measure the energy a food or beverage provides. Calories are the fuel you need to work and play.
Carbohydrates	Carbohydrates are the main energy source for the brain. Without them the body couldn't function properly. Sources include fruits, breads and grains, starchy vegetables, and sugar.
Dairy	All fluid milk products and many foods made from milk are part of this food group.
Fat	Fat protects our organs, provides insulation, and is necessary for the production and absorption of certain vitamins.
Fruits	Any fruit or 100% fruit juice counts as a member of the fruit group.
Grains	Any food made from wheat, rice, oats, cornmeal, barley
Nutrients	Nutrients are vitamins, minerals, and other substances within food.
Protein	All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, and nuts and seeds are considered part of the Protein Foods Group. Protein helps build and repair damaged muscles.
Sodium	Sodium is found in salt. Sodium is an essential nutrient but is needed by the body in relatively small quantities.
Vegetables	Any vegetables or 100% vegetable juice counts as a member of the vegetable group.
Vitamins	Vitamins help to regulate the chemical reactions in the body. Because most vitamins can't be made in the body, we must obtain them through a diet.

# How to Play "Memory"



1. Cut out all of the cards

2. Lay them down on a flat surface. Make sure you can't see the words or pictures



5. When all the matches are found, the game is over.

The player with the most cards wins!

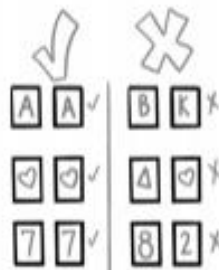


3. Turn over 2 cards at a time to try to find a match

Say the words as you turn over the cards



4. When you get a match, you keep those cards



## Nutrition Memory Game



Added sugars	Added sugars are syrups and sugars added when foods or beverages are prepared or processed.
Calories	Calories are a measurement tool just like, inches or ounces. They measure the energy a food or beverage provides.
Carbohydrates	Carbohydrates are the main energy source for the brain. Sources include fruits, breads and grains, starchy vegetables, and sugar.
Dairy	All fluid milk products and many foods made from milk are part of this food group.

Fat	Fat protects our organs, provides insulation, and is necessary for the production and absorption of certain vitamins.
Fruits	Any fruit or 100% fruit juice counts as a member of the fruit group.
Grains	Any food made from wheat, rice, oats, cornmeal, barley
Nutrients	Nutrients are vitamins, minerals, and other substances within food.

Protein	All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, and nuts and seeds are considered part of the Protein Foods Group.
Sodium	Sodium is found in salt. Sodium is an essential nutrient but is needed by the body in relatively small quantities.
Vegetables	Any vegetables or 100% vegetable juice counts as a member of the vegetable group.
Vitamins	Vitamins help to regulate the chemical reactions in the body. Because most vitamins can't be made in the body, we must obtain them through a diet.



# Nutrition Vocabulary Review

**Instructions:** Circle the correct term for each definition

1. Any \_\_\_\_\_ or 100% \_\_\_\_\_ juice counts as a member of the vegetable group.

**A. Nutrients   B. Fruits   C. Vegetable   D. Added sugars**



2. All fluid milk products and many foods made from milk are part of this food group.

**A. Grains   B. Sodium   C. Dairy   D. Fruits**

3. Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a \_\_\_\_\_ product. Bread, pasta, breakfast cereals, oatmeal, tortillas and grits are all examples of \_\_\_\_\_.

**A. Fruits   B. Protein   C. Vitamins   D. Grains**

4. \_\_\_\_\_ are vitamins, minerals, and other substances within food that promote health and well-being.

**A. Nutrients   B. Calories   C. Vitamins   D. Vegetables**

5. \_\_\_\_\_ are a measurement tool just like, inches or ounces. They measure the energy a food or beverage provides. Calories are the fuel you need to work and play.

**A. Calories   B. Nutrients   C. Carbohydrates   D. Vitamins**



6. \_\_\_\_\_ help to regulate the chemical reactions in the body. Because most vitamins can't be made in the body, we must obtain them through a diet.

**A. Nutrients   B. Vitamins   C. Calories   D. Grains**



7. \_\_\_\_\_ are syrups and sugars added when foods or beverages are prepared or processed.

**A. Carbohydrates      B. Added sugars      C. Vegetables      D. Nutrients**

8. \_\_\_\_\_ is found in salt. \_\_\_\_\_ is an essential nutrient but is needed by the body in relatively small quantities.

**A. Grains      B. Fruits      C. Sodium      D. Dairy**

9. All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, and nuts and seeds are considered part of the \_\_\_\_\_ Foods Group. Protein helps build and repair damaged muscles.

**A. Calories      B. Protein      C. Vitamins      D. Grains**

10. \_\_\_\_\_ the main energy source for the brain. Without Carbohydrates the body couldn't function properly. Sources include fruits, breads and grains. Starchy vegetables and sugar.

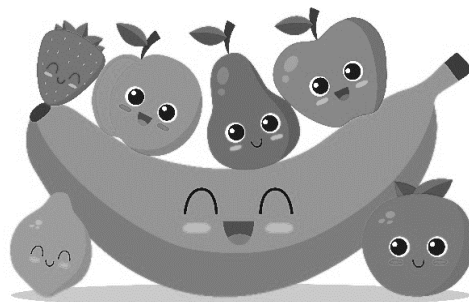
**A. Calories      B. Carbohydrates      C. Protein      D. Grains**

11. \_\_\_\_\_ protects our organs, provides insulation, and is necessary for the production and absorption of certain vitamins.

**A. Fruits      B. Fat      C. Sodium      D. Nutrients**

12. Any \_\_\_\_\_ or 100% \_\_\_\_\_ juice counts as a member of the fruit group.

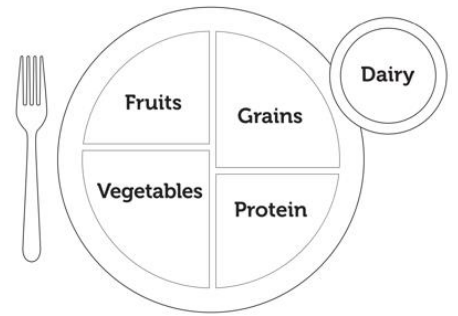
**A. Grains      B. Dairy      C. Sodium      D. Fruits**



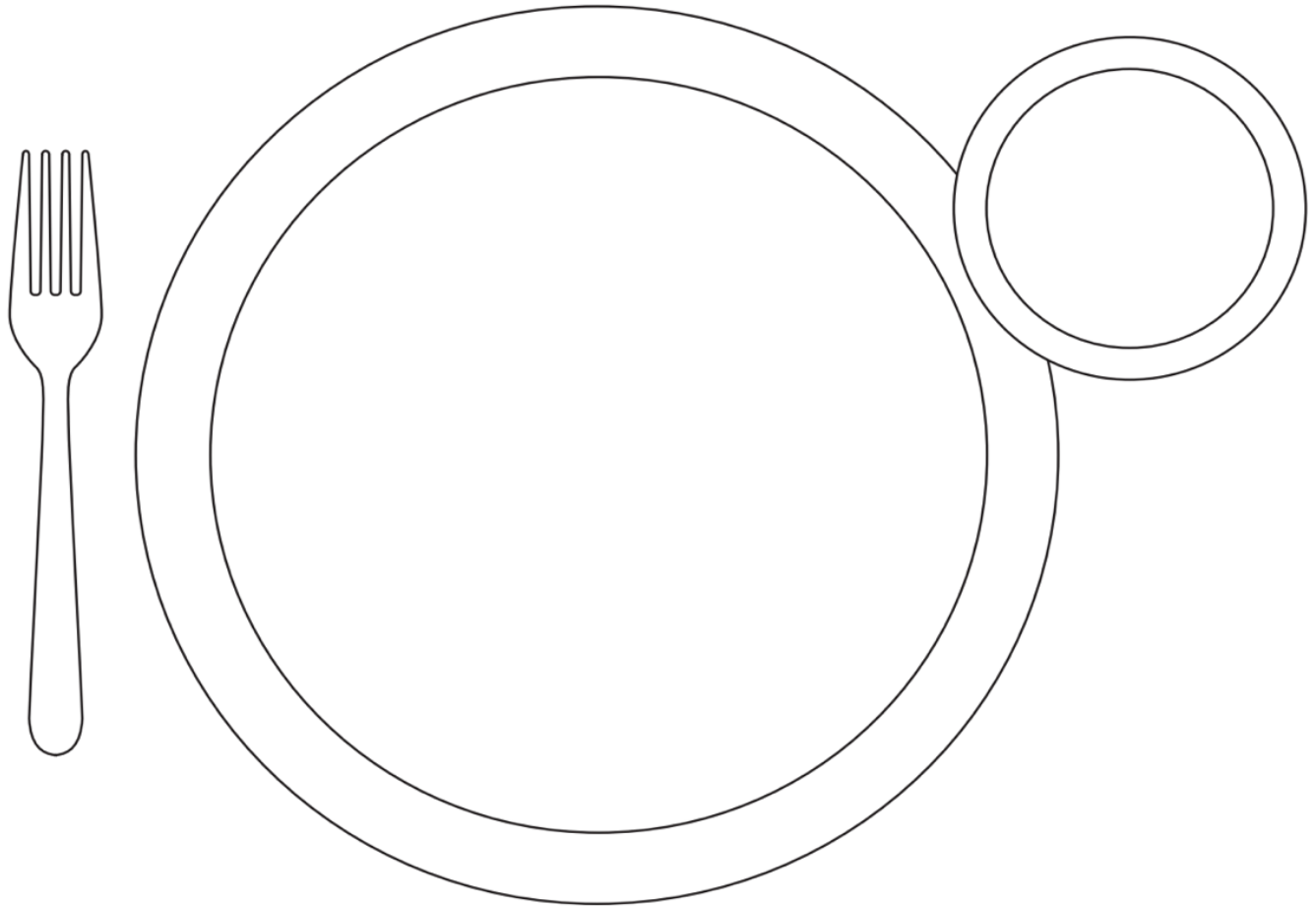
# My Healthy Meal

## Instructions:

Draw your Breakfast. Any missing food groups? If so, list what you can have for lunch to help balance your diet today.



Choose **MyPlate**.gov



List foods for lunch to balance your diet today:

● _____	● _____	● _____
● _____	● _____	● _____

# Healthy Snacks



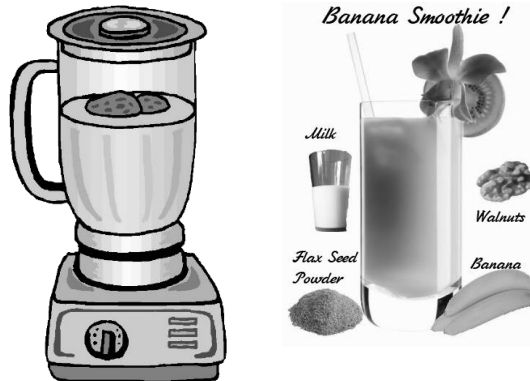
**Instructions:** Read about how you can make healthy snacks

## 8 Tips: Kid-friendly Veggies and Fruits

Eating vegetables and fruits is fun. Read about the different ways to eat fruits and vegetables.

### 1. Smoothie creations

Blend fat-free or low-fat yogurt or milk with fruit pieces and crushed ice. Use fresh, frozen, canned, and even overripe fruits. Try bananas, berries, peaches, and/or pineapple. If you freeze the fruit first, you can even skip the ice!



### 2. Delicious dippers

Kids love to dip their foods. Whip up a quick dip for veggies with yogurt and seasonings such as herbs or garlic. Serve with raw vegetables like broccoli, carrots, or cauliflower. Fruit chunks go great with a yogurt and cinnamon or vanilla dip.



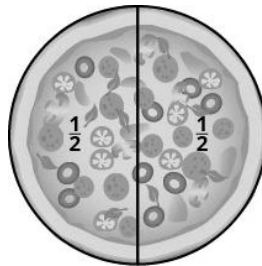
### 3. Caterpillar kabobs

Assemble chunks of melon, apple, orange, and pear on skewers for a fruity kabob. For a raw veggie version, use vegetables like zucchini, cucumber, squash, sweet peppers, or tomatoes.



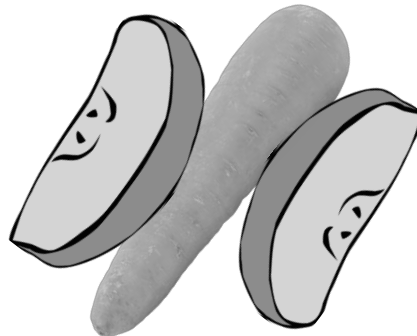
### 4. Personalized pizzas

Set up a pizza-making station in the kitchen. Use whole-wheat English muffins, bagels, or pita bread as the crust. Have tomato sauce, low-fat cheese, and cut-up vegetables or fruits for toppings. Let kids choose their own favorites. Then pop the pizzas into the oven to warm.



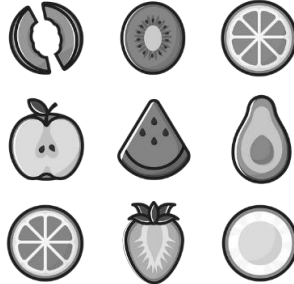
### 5. Fruity peanut butterfly

Start with carrot sticks or celery for the body. Attach wings made of thinly sliced apples with peanut butter and decorate with halved grapes or dried fruit.



## 6. Frosty fruits

Frozen treats are bound to be popular in the warm months. Just put fresh fruits such as melon chunks in the freezer (rinse first). Make “popsicles” by inserting sticks into peeled bananas and freezing.



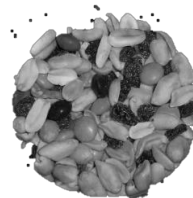
## 7. Bugs on a log

Use celery, cucumber, or carrot sticks as the log and add peanut butter. Top with dried fruit such as raisins, cranberries, or cherries, depending on what bugs you want!



## 8. Homemade trail mix

Skip the pre-made trail mix and make your own. Use your favorite nuts and dried fruits, such as unsalted peanuts, cashews, walnuts, or sunflower seeds mixed with dried apples, pineapple, cherries, apricots, or raisins. Add whole-grain cereals to the mix, too.



→

# 8 Tips: Kid-friendly Veggies and Fruits

## Facts

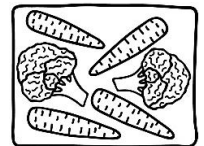
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Details

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## One Main Idea

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Illustration

A large, empty rectangular box with a pointed top, intended for drawing an illustration related to the text.

## It's interesting because

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

# My Healthy Funny Snack

Think about a healthy snack that **you can create**. Make it funny like the butterfly or the caterpillar from the article.

What will you create? Try a new veggie or fruit creations.



**Instructions:** Draw your Healthy Funny Snack and use your vocabulary words to describe it.

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**Instructions:** Read about how to understand the price tag

The price tag on the grocery shelf includes a lot of helpful information. Learn what the numbers mean!

**Retail Price** – This is the price you pay for each item.

**Unit Price** – The unit price will tell you how much an item costs per pound, ounce, quart, etc. It can be very useful when comparing two items!

The image below shows two different price tags. In the first one, the retail price is \$1.62 for one 32 oz. yogurt.

The unit price, in the red box, is \$0.05 per oz. In the second one, the retail price is \$0.72 for one 6 oz. yogurt, but the unit price is \$0.12 per oz.

Based on the unit price, you can determine that the larger, 32 oz. yogurt is the better buy because you are getting more for your money.



# Unit Price

How is the unit price found?

$$\text{TOTAL PRICE} \div \text{SIZE} = \text{UNIT PRICE}$$

**Example:**

1. What is the unit price of a 6 oz. yogurt that has a retail price (the price you pay) of \$0.72?

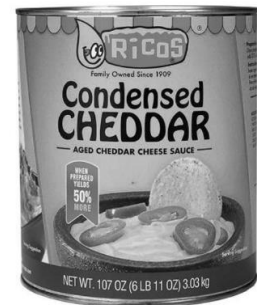
Equation:  $\text{Price} \div \text{Unit} = \text{Unit Price}$

$$\$0.72 \div 6 \text{ oz.} = \$0.12$$

The unit price of this yogurt is \$0.12 per oz.

2. What is the unit price of a 107 oz. condensed cheddar can that has a retail price (the price you pay) of \$6.48?

Equation:  $\text{Price} \div \text{Unit} = \text{Unit Price}$



3. What is the unit price of a 208 FL OZ Tide that has a retail price (the price you pay) of \$25.00?

Equation:  $\text{Price} \div \text{Unit} = \text{Unit Price}$



## Unit Price

**Instructions:** Apply Grocery Shopping on a budget  
Pretend you and your nutrition buddy from Nutrition Packet 1 are about to go grocery shopping. Below is a list of fruits, vegetables, grains, dairy, and proteins.



Use the information in the table to answer questions 1-4.

Fruits	Vegetables	Grains	Protein	Dairy
<b>\$1.99</b> a bag for apples	Red and Orange <b>\$1.50 per pound</b> (tomato, carrots, sweet potato, red pepper, butternut squash)	Whole Grains <b>\$2.50 each</b> (whole-wheat breads, pastas, and tortillas; whole-grain or whole-wheat crackers; popcorn; oatmeal; brown rice; and whole-wheat breakfast cereal)	Meats <b>\$7.00 per pound</b> (lean beef, pork, lamb)	Milk <b>\$2.50 per gallon</b> (fat-free, low-fat, flavored, lactose-free),
<b>\$2.99</b> a bag for grapefruit				
<b>\$3.50</b> kiwi fruit	Other ( <b>\$2 each</b> avocado, beets, okra, asparagus, mushrooms, celery)	refined grains <b>\$3.00 each</b> (white breads and rolls, flour tortillas, white rice, cornbread, and most pretzels, crackers, cookies, and noodles)	poultry <b>\$3.50/lb</b> (chicken, turkey),	eggs, beans and peas <b>\$1.99 each package</b> (black beans, falafel)
<b>\$1.99</b> /pound grapes				
<b>\$3.00</b> papaya				
<b>\$1.50</b> spinach				

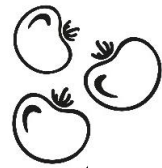
1. Anna and her mom want to buy 2 pounds of grapes. They have \$5.00, will they have enough money to buy them?  
Show how you know:



2. Manuel has \$10.00 and wants to buy milk, bread, and eggs. How much money will he have left?  
Show how you know:



3. If you have \$20.00 and want to buy avacodos, tomatoes, papaya, chicken, and rice, how much will you have left? Or will you have enough? Show how you know:



# Food Temperature

**Instructions:** Read about how important food temperature is to keep you and your family healthy.

A critical part of healthy eating is keeping foods safe. Individuals in their own homes can reduce contaminants and keep food safe to eat by following safe food handling practices.

Four basic food safety principles work together to reduce the risk of foodborne illness — **Clean, Separate, Cook, and Chill**. These four principles are the cornerstones of Fight BAC!®, a national public education campaign to promote food safety to consumers and educate them on how to handle and prepare food safely.

## COOK

### Use a food thermometer when cooking

A food thermometer should be used to ensure that food is safely cooked and that cooked food is held at safe temperatures until eaten.



### Cook food to safe internal temperatures

One effective way to prevent illness is to check the internal temperature of seafood, meat, poultry, and egg dishes. Cook all raw beef, pork, lamb, and veal steaks, chops, and roasts to a safe minimum internal temperature of 145 °F. For safety and quality, allow meat to rest for at least 3 minutes before carving or eating. Cook all raw ground beef, pork, lamb, and veal to an internal temperature of 160 °F. Cook all poultry, including ground turkey and chicken, to an internal temperature of 165 °F.

## CHILL

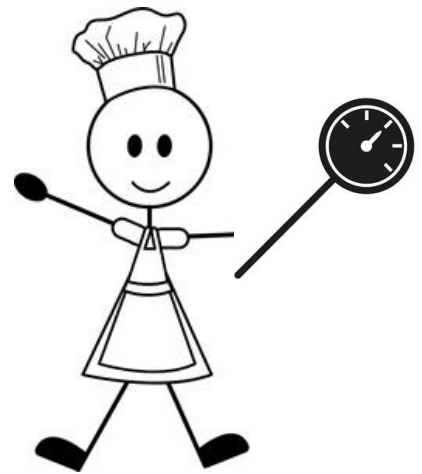
### Keep foods at safe temperatures

Hold cold foods at 40 °F or below. Keep hot foods at 140 °F or above. Foods are no longer safe to eat when they have been in the danger zone between 40-140 °F for more than 2 hours (1 hour if the temperature was above 90 °F).



2. Imagine you are on a picnic, eating outside. You brought warm food and waited 2 hours before eating on a 95°F day, is it still stay to eat? Why or Why not? Cite your evidence and use your own words to explain.

A large rectangular box with a light gray background and a pointer on the right side, containing ten horizontal lines for writing.



**Instructions:** Write the USDA safe minimum internal temperatures and illustrate

<b>Pork</b> Temperature:	<b>Fish</b> Temperature:	<b>Chicken</b> Temperature:

# Be a Food Critic!

**Instructions:** Choose a food you tried this week or a recipe. **Rate it!** Then describe why you liked it or didn't like it. Pretend your nutrition buddy hasn't tried it yet, write as if you are explaining to her/him.

DRAW FOOD HERE!

Visual Appeal	1 ○	2 ○	3 ○	4 ○	5 ○	_____
Smell	1 ○	2 ○	3 ○	4 ○	5 ○	_____
Taste	1 ○	2 ○	3 ○	4 ○	5 ○	_____
Texture	1 ○	2 ○	3 ○	4 ○	5 ○	_____
<b>TOTAL:</b>						_____

**Explain your ratings:**

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# A Day in the Life of my Favorite Fruit

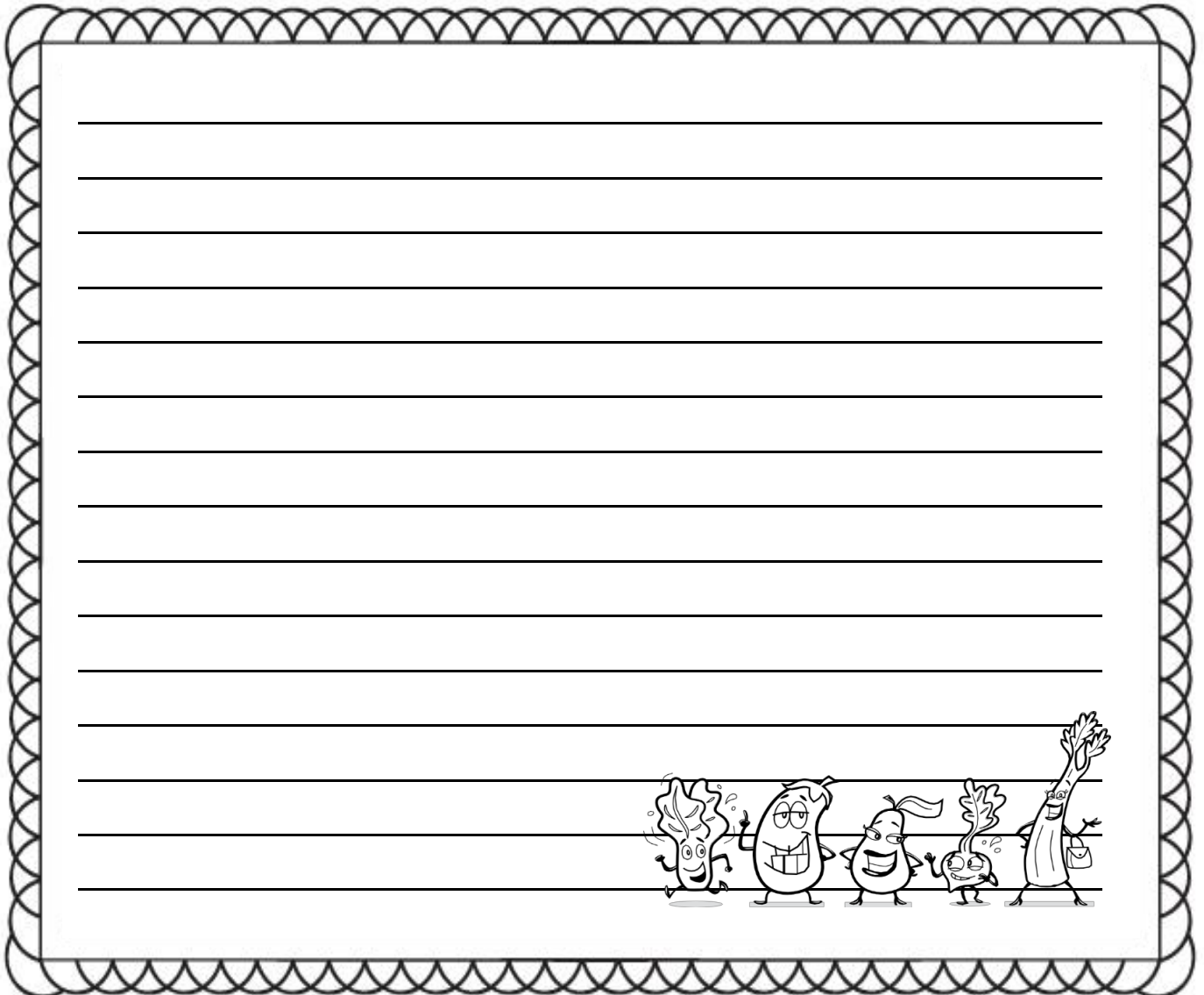
## Instructions:

What is your favorite fruit or vegetable?  
Imagine what it would be like to live a day in the life of your fruit or veggie. Write a short story, poem, or song about it.

Questions to think about and get you started:  
Where does it live? Where does it grow? What it would do each day?  
What it would see, hear, and feel? Where would it want to go? What would it want to be when it grows up?


\_\_\_\_\_


(my favorite fruit or veggie)



# Finding Fruits and Vegetables

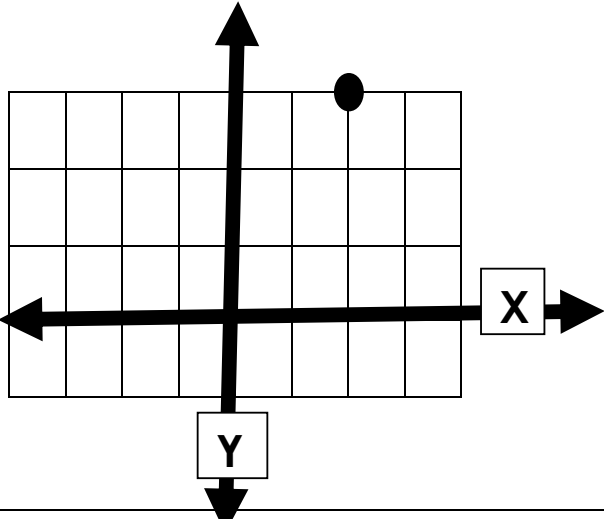
Coordinates are like following directions. ( X , Y ) is a coordinate that tells you where to go.

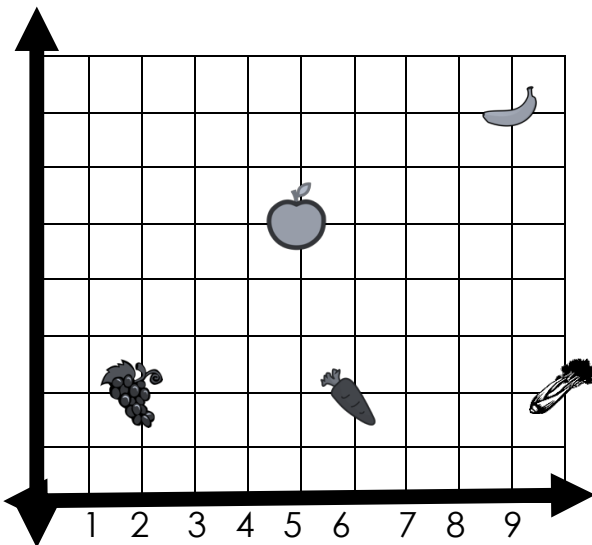
X is the horizontal line (  ) and is the 1<sup>st</sup> step to finding the treasure.

Y is the vertical line (  ) and is the 2<sup>nd</sup> step to finding the treasure.






After you plot all the coordinates, you will find the hidden treasure!

Example:

	<p>(X, Y)</p> <p>( 2, 3 )</p> <ol style="list-style-type: none"> <li>1. Go to the right 2 spaces</li> <li>2. Then go up 3 spaces from.</li> </ol>
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Find the coordinates to the treasures!

	( _____ , _____ )
	( _____ , _____ )
	( _____ , _____ )
	( _____ , _____ )
	( _____ , _____ )









## My Packet Journal

Draw a picture about what you learned in this packet:

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines spaced vertically, providing a space for a student to write about what they learned in the packet.

ICMEE is housed within:



## Reference Sheet

### LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

### CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

### MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

### TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within: